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ABSTRACT

A questionnaire developed to assess the impact of the Kazanjian Awards Program on the winners was mailed to the recipients of first, second, third, fourth, and honorable mention awards. A total of 134, or 61% of the winners replied. The effects of their having received an award are summarized and then broken down by teaching level (primary, intermediate, junior high, secondary, and higher education) and by degree of award. Responses deal with promotion, salary increases, recognition from employers, public recognition, publications, outside employment, effect of school curriculum, effect on winner's teaching, assistance to other educators, participation in council or center programs in economic education, and interest in awards programs. Representative comments from the winners are included. The award appears to have had a beneficial impact on the recipient, his associates, and his school. The importance that the winners attach to recognition of their achievement by their peers and school administration is particularly evident among the responses. (JH)

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THE IMPACT OF THE KAZANJIAN AWARDS PROGRAM ON WINNERS

BY

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PREFACE

While the original purpose of this study was to provide the sponsors of the Kazanjian Awards Program with some measures of its impact and suggestions for its improvement, we are sharing it more widely because we believe it contains information, insights, and recommendations of considerable value to educators, particularly those looking for motivational techniques to improve teaching and curricula.

The study has already benefitted the administration of the Awards Program by reinforcing the validity of most of the program's evolving aims and procedures and also by pointing to specific opportunities for improvement. Some of the steps which the Joint Council has taken in line with suggestions offered are:

1. Award-winning teachers are not only honored at professional meetings such as ASCD but they are now invited to make presentations within the formal programs. In addition, the teachers are serving as resource people in the economic education display booth maintained throughout the conference.

2. Teaching materials submitted to the Awards Program are not only described in the annual publication, Economic Education Experiences of Enterprising Teachers, but representative ones may be borrowed from the Kazanjian Awards Depository, now located in the Vernon Alden Library, Ohio University, Athens, Ohio. Many of the materials will be processed for use separately or collectively in the form of slides, film strips, and other effective means for demonstrating teaching techniques.

3. Letters of constructive criticism are being provided to many entrants in the Awards Program and hopefully this will be extended to all as resources become available. In recognition of the obvious interest of entrants in economic education, they are being placed on selective mailing lists such as those of the JCEE and Kazanjian Foundation.

4. In the most recently published volume of Economic Education Experiences of Enterprising Teachers, there is now a cumulative listing of teaching experiences which have been described in all previous volumes. This increases the opportunity for educators to make contact for securing and sharing information and it is also useful for identifying resource people and writers for various meetings, publications, positions, etc.

You will note the study emphasizes that award-winning teachers attach great importance to being called upon to apply their experiences and enthusiasm for the benefit of their colleagues as well as themselves. We commend all who are already making this possible through providing opportunities for these teachers in school systems, colleges of education, professional and civic organizations, and conferences and we urge further exploration and adaptation of the many suggestions for doing this offered by teachers in their responses described throughout this report.

Most important, we hope the findings of this report will stimulate increasing involvement of teachers and administrators in the submission of entries in the Kazanjian Awards Program and in applying the outcomes of the Awards Program.

We are indebted to Dr. George Dawson for the thoroughness with which he has executed this study and to the Kazanjian Foundation for its contributions to both the development and the distribution of this report.

Dr. George L. Fersh
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Economic Education
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THE IMPACT OF THE KAZANJIAN AWARDS PROGRAM ON WINNERS

by

GEORGE G. DAWSON

In late spring of 1969 the NYU Center for Economic Education agreed to make a study of the impact of the Kazanjian Foundation Awards Program for the Teaching of Economics. This study was limited to the effects of the Program on those educators who had received awards or whose work had been recognized with an "Honorable Mention" during the first six years of the Program's existence.

With the advice and assistance of Mr. John C. Schramm, Managing Trustee of the Calvin K. Kazanjian Economics Foundation, Inc., and Dr. George L. Fersh, Associate Director of the Joint Council on Economic Education, the Center prepared a two-page questionnaire to be sent to 233 individuals who have received awards or an "Honorable Mention." (A copy of the questionnaire is appended.) Actually, 295 awards have been granted. (This figure includes the "Honorable Mentions" granted, and hereafter in this report the term "winner" will apply to the "Honorable Mentions" as well as first, second, third, and fourth place award recipients.) Throughout the first six years of the Program, 28 first place awards, 24 second place awards, 24 third place awards, 26 fourth place awards, and 193 "Honorable Mentions" have been granted. The Center did not send more than one questionnaire to any single individual, for the form was constructed in such a way that the recipient could indicate how many awards he has received in each category. In cases where an award was shared by two or more individuals, each person received the questionnaire. Because many educators have been winners in two or more of the annual Programs, the number of questionnaires mailed is less than the number of awards granted.

A total of 12 questionnaires were returned by the Post Office because the addressees had moved and left no forwarding address. A total of 134 of the winners responded, representing about 61 percent of those assumed to have received the questionnaire. An examination of the number of responses by level of award reveals that about 64 percent of the first place winners returned the questionnaire, while only 39 percent of the "Honorable Mentions" did so. Replies were received from about 55 percent of the second-place winners, 58 percent of the third-place winners, and 46 percent of the fourth-place award recipients. It is clear that the poorest response came from

those having received "Honorable Mentions," but this still represents a large number of persons (75). In analyzing the replies by level of award, we placed multiple-winners in the category of the highest award received.

The Kazanjian Awards are given in five educational levels -- Primary (kindergarten through grade three), Intermediate (grades four through six), Junior High (grades seven through nine), Senior High (grades ten through twelve), and Higher Education. The results are reported first for the winners as a whole, then for each educational level, and finally by level of award.

Overall Results

In this section we shall report the findings for all of the responding winners as a whole, without regard to educational level or level of award.

Promotions

About 25 percent of the responding winners reported that they have received promotions or assignments to positions of greater responsibility. Only 10 percent of the total, however, could definitely state that the promotions were granted because of the Kazanjian Award or that the Award was a prime factor in the promotion. At first glance, this would seem to suggest that the Kazanjian Awards have had little impact in obtaining promotions for Award recipients. This is probably an erroneous interpretation, however. We obtained statistics on the number of classroom teachers in America and the number of higher educational positions to which a teacher might conceivably be promoted. If our figures are correct, the classroom teacher has about one chance in 15 of being promoted. (This is an overall national figure. It can be much greater or much less, depending upon the local situation.) In view of the fact that one in 10 of the Kazanjian Awards winners has been promoted, with his status as a winner being a prime factor, it does not seem unreasonable to conclude that the Awards Program has helped winners to "beat the odds." Consultations with leading school supervisory people indicate that the actual chance of a classroom teacher being promoted is much less -- probably about one in 30. It can be argued, of course, that the winners were superior educators to begin with, and this argument is strengthened by the fact that for every winner promoted because of his Award nearly two others were promoted without the Award being taken into account. We do know, beyond all doubt, nevertheless, that in some cases the Award enabled employers to identify superior people who had previously gone unnoticed. It is concluded, then, that the Awards Program has been effective in helping outstanding educators to receive promotions.

Salary Increases

About 13 percent of the Award winners have received salary increases, but only 10 percent of the respondents were certain that their awards were prime factors here. It appears that salary increases for teachers are usually

based upon such things as length of service, number of graduate credits earned, in-service courses completed, raises negotiated by teacher organizations, or some other factor besides merit. Because we have no data on the number of educators in America employed in systems granting merit increases, we cannot state with finality that the Kazanjian Awards have enabled teachers to "beat the odds" in this respect. The fact that ten percent of the respondents did receive pay raises in their primary employment situations because of their awards, however, leads us to suspect that the Program has had a positive impact in this area.

Recognition from Employers

About 88 percent of the respondents have received official recognition from their employers as a result of their awards. Letters of commendation, announcements at professional meetings, personal visits from supervisors, and announcements of the awards in professional publications are common means by which such recognition is given. Many teachers seem to feel that this is far more important than promotional opportunities or financial rewards, and some stated that for the first time in their careers they felt that their efforts were being noticed.

Public Recognition

Eighty-eight percent of the respondents have received publicity because of their awards. Stories in one or more newspapers, items in professional journals, and announcements of the awards on local television and/or radio stations are common means by which the awards are revealed to the public.

Publication

Eighty percent of the respondents have had their entries (or portions of them) published in the annual booklet Economic Education Experiences of Enterprising Teachers. Sixty percent of those whose work was published in the booklet have been contacted by other educators seeking further information about their work. This suggests that the booklet is having a "multiplier effect" greater than we had anticipated.

About 21 percent of the winners have had their work published in other professional journals (such as The Instructor), magazines, books of readings, or text books. (Two of the college-level winners have collaborated on a college economics text book and have included portions of their entries in that book, which was published in 1969.)

Outside Employment

Aside from their primary employment, 51 percent of the respondents have received offers of extra teaching, lecturing, writing, editing, consulting, or other professional work as a result of their awards. Many of the winners are used as resource persons or instructors in summer workshops for teachers, and they are often called upon to speak to college classes. Some have established permanent relationships with publishing firms, acting in advisory or editorial capacities. A number of the public school teachers have obtained part-time teaching positions at the college level.

Effect on the School's Curriculum

Fifty-three percent of the respondents reported that the teaching of economics has increased in their schools as a result of their awards. This usually takes the form of more economics courses being offered, or more economics being included in existing courses and programs. One secondary school teacher volunteered the information that his superintendent had been very skeptical about including economics in the curriculum, but permitted him to try it. The teacher won a Kazanjian Award for his efforts, and this convinced the superintendent that economics should become a permanent part of the curriculum.

Effect on Winners' Teaching

When asked if they believed that their own teaching had improved as a result of their awards, 84 percent of the winners replied in the affirmative. This, of course, is a subjective judgment, but many reported that the receiving of the award had provided further incentive to increase their own knowledge of economics and to improve their teaching techniques even further. It is interesting to note that even the first place winners often refuse to "rest on their laurels" but go on to take more courses, attend more workshops or institutes, and seek new and better ways of teaching economics.

Assistance to other Educators

Sixty-three percent of the respondents have been approached by other educators in their schools or districts seeking advice or information on economic education. This ranges from informal assistance to another teacher who wants to include economics in her classes to conducting formal programs which reach hundreds of other teachers. Many of the winners have been called upon to prepare teaching units, give demonstration lessons, conduct in-service courses, write economics curriculum guides, develop new courses, revise existing courses or materials, or plan economics programs for entire schools, districts, and even states. It is not possible to quantify the "multiplier effect" of the Awards Program, but undoubtedly it has been very great.

Participation in Council and Center Programs

Forty-five percent of the respondents have been called upon to participate in the programs of councils or centers for economic education or have been asked to provide some sort of advice or assistance to those organizations.

Interest in the Awards Program

Since winning their awards, 95 percent of the respondents have maintained their interest in the Program. This is not confined to the practice of submitting new entries in the hope of receiving another award, although many teachers do continue to send in their projects. Many provide advice, information, and encouragement to their colleagues who are submitting entries. Some do not expect to win new awards but simply want to share their latest experiences with others. Although the hope of winning an award probably provides the major incentive, the possibility of having one's work published in the annual booklet (which is largely but not exclusively devoted to winners) and the knowledge that their ideas may be disseminated through the Kazanjian materials depository also induces professionally-minded educators to submit their projects.

Results at the Primary Level

This section will report the results of the survey for those teaching in the primary grades (kindergarten through grade three), and will include a representative sampling of comments volunteered by the teachers.

Promotions

Only seven percent of the primary teachers have actually been promoted as a result of their awards, but others have been offered promotions and have refused them. Again, the Awards Program is clearly enabling teachers to "beat the odds." Most of the primary level respondents did not seem to feel that a promotion was warranted as a result of the award, and most did not desire a promotion. Only three expressed some sort of disappointment about not being promoted. One felt that she should have been called upon by her employers to help train other teachers; another thought that she should have become an elementary coordinator or at least an assistant to a coordinator; and the third opined that she should have been assigned to "help spread enthusiasm for the economics program in the elementary schools." (Two of these teachers are in very large school systems where individual merit is less likely to be noticed and where promotional opportunities for elementary teachers are few.)

Salary Increases

Seven percent of the primary level teachers have received salary increases because of their awards. Most of the teachers did not think that an increase would be appropriate, and most teach in systems which do not have merit increase policies. Some typical comments follow.

-- "In my opinion, a financial reward was not necessary. It was my own inner pride of having worked on the project."

-- "It was done in the line of duty."

-- "I do not feel that increase in salary or position is warranted from this project. As teachers we are responsible to our students to give our best."

-- "It is good to be able to see that what you do is ... put into print."

Only three felt that some sort of financial reward should have been given by their school systems, and only one of these wanted it in the form of a pay increase. Their comments are as follows:

-- "All teachers who are above the 'run of the mill' and involved in special teaching activity should receive merit pay."

-- "I think that an allotment to carry students on a field trip would have been appropriate."

-- "I did not expect an increase in salary as we are on a 'scale of increases' but I would have been pleased to receive payment for transportation to the awards meeting in Chicago."

In short, only one teacher felt that a personal financial reward was warranted.

Recognition from Employers

Most of the primary level teachers -- 93 percent -- received official recognition from their employers. One teacher who did not receive official recognition felt that a statement about her award should have been placed in her file and that her principal could have written her a letter of commendation. She qualified her comments, however, by pointing out that she teaches in a very large school system and in a school that has been beset by many serious problems. Her award was an "Honorable Mention," but she thought that her

principal would have accorded her some recognition "under less trying conditions." Another teacher who received an "Honorable Mention" thought that her own school system should have recognized her award. She reported that she has maintained her interest in the Awards Program, but "Because of lack of time, help, and lack of recognition, I have not written any of my work up since the award."

Public Recognition

Nearly all -- 96 percent -- of the primary level teachers have received publicity because of their awards. One first place award was announced in nine publications. These announcements often bring forth letters of commendation from businessmen, educators, and public officials. The only teacher who did not receive publicity had received an "Honorable Mention" and teaches in a very large city.

Publication

Eighty percent of the primary teachers had their entries (or portions of them) published in Economic Education Experiences of Enterprising Teachers, and 50 percent of these have been contacted by other educators for advice or further information about their work.

Thirty-two percent have had their work published in other professional journals such as The Grade Teacher or The Instructor.

Outside Employment

Fifty-seven percent of the primary teachers have had offers of extra teaching, lecturing, consulting, television appearances, or other professional work as a result of their awards. Those who have not had such offers tend to feel that they should be called upon to assist other teachers.

Effect on the School's Curriculum

Sixty-four percent of the primary teachers reported that the teaching of economics has increased in their schools as a result of their awards. Materials and ideas developed by winners are often adopted by other teachers, and many winners have been given the responsibility of developing economics programs for their schools or districts. No explanations were given by those who indicated that their awards had no effect on the school's curriculum.

Effect on Winners' Teaching

Eighty-six percent of these teachers are of the opinion that their own teaching has improved as a result of their awards. Some of their explanations are as follows:

-- "Sharing ideas with others."

-- "I have gained more interest and have done additional study."

-- "I have more confidence in my teaching. Also, I see sources of new and better projects in the community." (First-place winner.)

-- "Winning the award should not necessarily imply that one has reached an apex." (Also a first-place winner.)

-- "I have become more interested and have been challenged to do more."

-- "I know better how to apply concepts."

-- "By viewing projects of other teachers I have used some of their basic approaches."

-- "The recognition inspired me to do more."

-- "Incentive to do better and try harder."

-- "I feel stimulated to try new ideas."

Only one teacher who felt that her teaching has not improved offered a suggestion as to how the Program might be of help. This teacher has twice received an "Honorable Mention," which she regards as "failure." She suggested that criticisms of the entries be sent to the teachers. (Constructive criticisms and suggestions have been sent to the non-winners in the past two awards programs, but not to those receiving an "Honorable Mention.")

Assistance to other Educators

As a result of their awards, 75 percent of the primary teachers have been approached by other educators in their schools or districts for advice, information, or assistance. The number of other teachers aided ranges from

two to 500. Some of the winners have conducted training programs for other teachers in their areas. The only explanation offered by those who have not been approached for assistance is that their awards were not sufficiently publicized in their school systems.

Participation in Council and Center Programs

Thirty-two percent have been called upon to participate in council or center programs as a result of their awards. In many cases this involves service as a consultant or instructor in an economic education workshop. Others have been asked to develop materials, give demonstration lessons, speak at public meetings, or develop curriculum guides. Many of those who have not been called upon by councils and centers feel that they could be of use to them in these kinds of activities.

Interest in the Awards Program

Eighty-six percent of the primary teachers have maintained their interest in the Awards Program. No explanation was offered by those who have lost interest. One did point out that she is continuing to teach economics and that she has succeeded in having economics included in all of the primary grades in her school, but she feels that she is not doing anything new and therefore has no intention of submitting more entries. (This is the same teacher who seems to regard an "Honorable Mention" as a "failure" and who suggested that we send criticisms to the entrants.)

Summary

In terms of receiving official recognition from employers, getting publicity, having their material published, obtaining outside employment, increasing the teaching of economics in their schools, improving their own teaching, and being approached by others in their districts, the primary level teachers have done better than the winners as a whole. They have not been as successful in being promoted, getting raises, being called upon by councils and centers, and in maintaining their interest in the Program. On balance, it would seem that the impact of the Awards Program on primary level teachers has been greater than that for the entire group.

Representative Comments by Primary Level Winners

Laudatory Comments

"I have been delighted with the recognition I have received. In fact, in the past six months, I have received more requests for consultant service and other speaking engagements than I could possibly fill. I have received many telephone calls from persons, many of whom I did not know, asking advice concerning projects they were trying to develop."

"I enjoy having materials sent from the program. I would like suggestions of new ideas to try."

"The fact that you award teachers is excellent."

"I sincerely hope the program continues, and I can't think of a better way, or a more fair way, of awards distribution than we now have."

"I'm very grateful for your efforts."

Criticisms and Suggestions

"I feel extremely proud to have been an Honorable Mentioner ... but I have yet to meet hardly anyone who is as impressed about this as I. ... Why not change the label?"

"You need a dynamic representative to act as a resource person for teacher training programs."

"Your Foundation needs to be publicized more."

"It would be helpful for all except First Place winners if some written criticism could accompany the award."

"I feel you should inform more people about your awards."

"This public exposure has been quite rewarding, but I have found it difficult, in some instances, to live up to this public image. Many of my peers and community people expect winners to be instant experts in this area." (From a first-place winner.)

"The awards luncheon was a great disappointment. There were too many speakers. No one really had a chance to develop their topic. The audience soon lost interest. The winners had little chance to meet and discuss their common interests."

"We teachers would like to at least know some subjects to pursue. We feel we spend our time and energy on subjects not related to our grade level. I especially enjoy teaching this subject as I feel it is related to day by day living. ... Any help to us would be greatly appreciated."

Results at the Intermediate Level

This section will report the results of the survey for those teaching in the intermediate grades (grades four, five, and six), and will include a representative sampling of comments volunteered by the teachers.

Promotions

Although 18 percent of the intermediate teachers have been promoted, only seven percent attributed promotions to their awards. Most did not think that a promotion was warranted. One teacher felt that she should have become "a resource consultant ... or chairman of the social studies curriculum for our building" and another thought that she deserved to become supervisor of social studies in her school.

Salary Increases

Ten percent of these teachers have received salary increases, but only four percent indicated that the increases came as a result of the award. Again, most teachers did not think that a financial reward was warranted, but there were some sharp exceptions. In fact, 25 percent of those who have not had salary increases felt that their employers should have increased their pay because of the awards. One stated that she had done extra work and thus should have had additional compensation. Another said essentially the same thing. A third opined that she merited "double the annual increment." A fourth wrote: "I think a superior teacher should receive more pay than the incompetent teacher." The others simply indicated that their salaries ought to have been raised.

Recognition from Employers

Nearly all of the intermediate teachers -- 96 percent -- received some sort of official recognition from their employers. All but two teachers seemed to be satisfied with the recognition they received. Both were disappointed at the lack of recognition in their own schools.

Public Recognition

Eighty-six percent received publicity because of their awards. Newspapers, professional journals, and radio and television stations were the most commonly reported media. One teacher's award resulted in an editorial in a large city newspaper. In another case a business firm paid for a full-page advertisement in a local newspaper publicizing the award.

Publication

Seventy-one percent of the intermediate winners had their entries (or portions of them) published in Economic Education Experiences of Enterprising Teachers, and 65 percent of these have been contacted by other educators seeking further information or their work.

Eighteen percent had their work published in other professional journals, such as The Instructor or Scholastic Teacher. One teacher's entry has been included in a recently-published book of readings on teaching the social studies, while another's work is being published with a series of teaching units.

Outside Employment

Fifty-four percent of these teachers have had offers of extra teaching, consulting, lecturing, writing, or other professional work as a result of their awards.

Effect on the School's Curriculum

In 57 percent of the cases, the teaching of economics has been increased in the winner's school. The effect most frequently reported was that other teachers became convinced of the fact that economics can and should be taught at the intermediate level. As one teacher expressed it, "More teachers realized the fact that young children could understand basic ... economics." One teacher revealed that others in her school are now taking economics courses because of her award.

Effect on Winners' Teaching

Eighty-six percent thought that their own teaching has improved as a result of the awards. Some typical explanations follow.

-- "More interest on the part of students."

-- "I am thought of as a good economics teacher and I try to live up to what they expect by working exceptionally hard at it."

-- "I'm much more economics conscious now."

-- "Created an interest to expand the teaching of economics."

-- "I have more incentive. I am more aware of what others are doing."

-- "I increased my knowledge of economics, as I was awarded a scholarship to go to an economics workshop."

-- "Including economics in social studies classes makes teaching fun and interesting to children."

-- "My interest has broadened with the economic realm so greatly that I find myself constantly associating every subject back to our economic experiences. I remain constantly alert to every opportunity to relate a subject to economics."

Several teachers who reported that their teaching of economics has not improved, qualified this by pointing out that they are no longer in positions where they can teach this subject. The others did not explain.

Assistance to other Educators

Fifty-seven percent of the intermediate winners have been approached by other educators in their districts for advice or assistance. The number of other teachers assisted ranged from three to 100. Some have no idea of how many they have helped, for their assistance goes beyond face-to-face contacts to include widespread use of materials that they have developed.

Participation in Council and Center Programs

Fifty-seven percent have been called upon by councils or centers to participate in their programs. They have served as consultants, speakers, resource persons, and teachers of demonstration lessons. One teacher did not feel qualified to participate, but most are eager to share their ideas with others.

Interest in the Awards Program

Most of the intermediate level winners -- 93 percent -- have maintained their interest in the Awards Program. One teacher who claims to have lost interest in the program wrote a full page of constructive suggestions (suggesting that her loss of interest applies only to submitting entries, not to the program itself), while the others offered no explanation.

Summary

In terms of achieving official recognition from employers, obtaining outside employment, increasing the teaching of economics in their schools, improving their own teaching, and being called upon to participate in council or center programs, the intermediate winners have done better than the group as a whole. They have enjoyed somewhat less success in being promoted, receiving salary increases, getting publicity, having their work published, aiding other educators in their districts, and maintaining their interest in the Awards Program. Some of the departures from the group percentages are very small, however. In purely quantitative terms, the impact of the Program on intermediate level winners appears to be somewhat less than that for the primary level teachers.

Representative Comments by Intermediate Level Winners

Laudatory Comments

"My awards have brought many favors to me as an individual -- monetary and personal."

"My award has brought recognition to my college, my school and myself."

"It has made me a better teacher and given me a new outlook on my work."

"I have met many new people and associates whom I would not have known if this award had not come my way."

"Keep up the good work! It has been good for our schools and teachers."

"I thank you for your interest and concern."

"I believe my own teaching of economics has improved as a result of the award, because I have come in contact with other people in the profession and have shared concepts and ideas.... It has also motivated me to do a better job in my classroom."

"The Kazanjian Awards Program has truly been an inspiration. ... Many teachers have become interested in teaching economics because of this program. ... It has also been a learning experience for me. I truly hope that the program will continue and that more teachers will become involved."

"The children received great joy by the Honorable Mention."

"The award gave me more confidence ... and gave me courage to lend my help to others and try other units and ideas that I had."

Criticisms and Suggestions

"If there could be student involvement in the Awards Program this might have a more lasting effect. Rather than give the experience to the teacher, give some special experience to the children, or the teacher and her class could share in some meaningful special experience together. Children discussing something that they received will do quite a bit of promoting.

"The Kazanjian program could benefit by large scale advertising...."

"I believe that many text book companies could make meaningful use of our work...."

"I'd love copies of the 1st place intermediate winner each year; not just a resume."

"More materials should be sent to the administrators of schools for them to realize the value of teaching economics in the elementary schools."

"Teachers need much more help...."

(Two teachers who received "Honorable Mentions" seem to feel that they were not fairly judged. Their comments are too long to be quoted verbatim, for they went into great detail in describing their projects.)

Results at the Junior High School Level

This section reports the results of the survey for those teaching in grades seven, eight, or nine, and includes a representative sampling of comments volunteered by the teachers.

Promotions

Thirteen percent of the junior high school teachers have received promotions because of their awards. (Altogether, 25 percent have been promoted, but not all of these were the results of the awards.) Most did not feel that a promotion was warranted. Only one teacher expressed disappointment because the award did not lead to a higher position.

Salary Increases

None of the junior high school teachers received salary increases as a result of the awards. Only two of the teachers thought that their pay ought to have been increased because of their awards. Most felt that they were simply doing their jobs, and one went so far as to state that pay raises based upon such awards would establish a bad precedent.

Recognition from Employers

Ninety-six percent of the teachers received official recognition from employers. Letters of commendation from principals, superintendents, and boards of education, personal visits from supervisors, and announcements at professional meetings were common means by which such recognition was expressed. The one teacher who complained of not being recognized did not do so on the basis of the failure to note her personal achievement, but felt that the administration had ignored an opportunity to encourage others in her school to include economics in their courses.

Public Recognition

Ninety-one percent of the junior high teachers have received publicity. Their awards are usually announced in local newspapers, but many have been the subjects of articles in professional journals as well. A few have received publicity through radio or television broadcasts.

Publication

Eighty-eight percent have had their entries (or portions of them) included in Economic Education Experiences of Enterprising Teachers, and 67 percent of these have heard from other educators seeking further information about their work. Only four percent have had their work published in other journals.

Outside Employment

Fifty-eight percent of the junior high school teachers have received offers of extra teaching, lecturing, writing, editing, consulting, or other professional work aside from their primary employment. One junior high school teacher was hired as a part-time instructor of economics in a college because of his Award. Another has been asked by a publisher to write a text book. Some of those who have not received such offers stated that they would like to obtain additional work in preparing new curricula or in helping college students who are teacher trainees.

Effects on the School's Curriculum

In 58 percent of the cases, the teaching of economics has increased in the winner's school. In one school the administration decided to include economics at all grade levels. In another, all ninth-graders have been required to take economics. In a third instance, action was taken at the district level to purchase economics materials for all seventh-grade classes in the district. In many cases, however, the award serves as motivation for other teachers to take economics courses and to include more economics in their own classes.

Effect on Winner's Teaching

Eighty-eight percent believe that their own teaching of economics has improved as a result of their awards. Some of the explanations follow.

-- "I have become more interested in economics. In fact, I am currently attending an Economic Institute."

-- "Made me aware of potential significance of economics integrated into curriculum and have taken another course in classroom application...."

-- "Increased incentive."

-- "Increased understanding of content and its significance to social studies education."

-- "... achieved a greater degree in critical thinking about economic concepts."

-- "Feel confident that my individual work has some merit."

-- "I am more aware of economic aspects and teach social studies from an economic viewpoint."

-- "It was helpful in encouraging us to continue our writing, primarily because of the fact that we felt that we were moving in the right direction."

-- "It has helped me to keep abreast of current economic findings."

-- "It does afford self confidence and encourages further study."

-- "More confidence in what I am doing."

No explanations were offered by teachers who replied in the negative.

Assistance to Other Educators

In 75 percent of the cases, the junior high teachers have been approached by other educators in their schools or districts for advice and information. The number of persons helped by a winner at this educational level ranges from two to 50.

Participation in Council and Center Programs

Thirty-three percent have been called upon by centers or councils to participate in their programs. This participation has taken the form of consultant work, serving on panels, giving demonstration lessons, acting as adviser to teachers, speaking to workshop participants, and writing economics units. Most of those who have not been called upon by centers or councils did not give ideas on how they might serve, but some stated that they would like to evaluate economics materials, write units, or speak to economic education groups.

Interest in the Awards Program

Ninety-six percent of the junior high school winners have maintained their interest in the Awards Program. Those having lost interest attributed this to lack of interest in economic education on the part of their administrations and to changes in assignment rather than to the Awards Program itself.

Summary

In terms of being promoted, getting official recognition, having their awards publicized, publishing their entries in the annual booklet, obtaining outside employment, increasing the teaching of economics in their schools, improving their own teaching of economics, providing assistance to other educators, and maintaining interest in the Awards Program, the Junior high school teachers have done better than the winners as a whole. They have been less successful in getting salary increases, having their work published outside the annual booklet, and being called upon to serve the centers and councils. The impact of the Awards Program on junior high school winners has been most impressive.

Representative Comments by Junior High School Level Winners

Laudatory Comments

"I have found the booklet Economic Education Experiences of Enterprising Teachers most interesting and informative, particularly with regard to concepts appreciated by various grade levels."

"The Awards Program has been a great incentive to organize material and consider it from the point of view of someone else who might profit from it. There is a great deal that is worthwhile going on in classrooms across the nation but most of us are too busy to tell anyone about it."

"I feel the Kazanjian Foundation Awards Program is of great value to the teaching profession. It serves to encourage the teacher to use both intellect and ingenuity for truly creative teaching. It helps add zest to lesson planning and classroom activity."

"I believe the Foundation lets the teacher know someone is sincerely interested in what is going on in the classroom. All too often teachers fail to get the recognition they deserve. Thus, through time, many tend to lose interest and spark in their teaching and merely plod through the same books with the same lesson plans year after year. By showing interest and reward for creative teaching the Kazanjian Foundation helps to give a feeling of worth and appreciation to the teacher."

"After receiving my award ... my position changed from that of junior high school classroom teacher to that of a Teaching Fellow at the University of Houston, where my duties have consisted of supervising student teachers and instructing a class in The Teaching of Elementary School Social Studies. The probability is strong that the mention of the award on my credentials was a significant factor in obtaining the fellowship."

"I have read all of the reports in "Economic Education Experiences of Enterprising Teachers" and found many ideas which I can apply in my work. I always suggest to the group taking the Workshop that they read it carefully because it is a gem of good ideas."

"Another dividend derived from the Awards Program is the fact that I have now assembled an "Economic Overhead Library" which I use and share with the other teachers."

"... participation has given me more confidence."

"... a very excellent program."

"This award alerted the district to ability I have in this area. District personnel asked me to write another unit in economics last year. This I did during the summer and I received extra pay for it."

Criticisms and Suggestions

"I think more pictures or other visual demonstrations, such as filmstrips or slides of material considered good enough for awards, might be made available to local groups...."

"I suggest a copy of your award winners and their units be sent to each applicant for the award. I didn't receive the 6th annual award booklet; however, I picked it up at an economic council meeting in Delaware. I would also like to have received the previous 5 copies from previous award years. Thus regardless of the outcome of the competition, these materials would have been worth the fight! ... If economically feasible, all applicants could receive all economic council materials free, thus when acting as 'diffusion' agents, we would be able to show resources available to any teacher or district."

"We would have appreciated an evaluation of our materials and suggestions for improvement."

"Honorable Mention is the lowest round on the totem pole, you know. Words don't pay one's bills." *** "However, I assure you, I'll keep right on using econ in my class work. ... It's all been a wonderful experience. Thanks to the Kazanjian Foundation."

"We need further directions or examples as to the kind of material that would be of value before we enter again -- it does require a lot of effort to prepare materials and we are not certain that the format is correct. Perhaps a more appropriate award for Honorable Mentions would be access to some of the other units -- particularly the winners."

Results at the Senior High School Level

This section reports the results for winners teaching in senior high schools (grades ten, eleven, or twelve), and includes a representative sampling of comments volunteered by the teachers.

Promotions

Fifteen percent of the high school winners have received promotions because of their awards. (Altogether, 40 percent have been promoted, but the award was not a factor in most cases.) These figures suggest that the high school winners are recognized by their employers as outstanding educators, that the awards have been instrumental in enabling employers to identify hitherto undiscovered ability, and that the Program has clearly helped some teachers to "beat the odds" in obtaining higher positions. Only one teacher who has not been promoted expressed disappointment at this, indicating that she would like to train other teachers and develop curricula.[1] The others usually stated that they did not feel they deserved higher positions or did not aspire to them.

Salary Increases

Ten percent of the high school teachers report salary increases resulting from their awards. Most of the winners who commented on this issue pointed out that merit pay is not possible in their systems. Only one teacher

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1. Through personal contacts with administrators in the school system in which this teacher works, we have learned that since returning the questionnaire she has been given the type of assignment she wanted.

felt that his school system should have increased his salary as a result of his award. Another feared that pay increases based upon the awards would lead to difficulties with the board of education and with teacher organizations.

Recognition from Employers

Eighty-three percent of the high school winners have received official recognition from their employers. Letters from superintendents and principals, visits by supervisory personnel, and announcements at professional meetings and in professional publications are common means of recognition. The percentage of high school teachers receiving such recognition is smaller than that for the group as a whole, but few complained about this. One explained that he had changed schools between the time of submitting the project and the time the award was granted. One winner received a letter of commendation from the district superintendent, but appeared to be very disappointed that the principal of her school completely ignored her achievement.

Public Recognition

Eighty-eight percent of the high school winners have had their awards publicized in newspapers, professional journals, or radio or TV broadcasts.

Publication

Eighty-three percent of the high school teachers have had their entries (or portions of them) published in Economic Education Experiences of Enterprising Teachers, and 64 percent of these have been contacted by other educators seeking further information about their work. Twenty-three percent have had their work published in other professional journals, magazines, text books, or books of readings. (One of these teachers became co-author of a leading high school economics text book.)

Outside Employment

About 45 percent of the high school winners have obtained positions outside their regular employment, as speakers, consultants, part-time college instructors, staff members of centers for economic education, curriculum writers, and the like. Many of those who have not had offers of outside employment feel that their awards qualify them for these kinds of jobs.

Effect on the School's Curriculum

In 50 percent of the cases, the high school winners reported that the teaching of economics in their schools has increased as a result of their awards. Some typical explanations follow.

-- "There are twice as many sections of economics in my school, and many teachers have included economics in their classes."

-- "Teachers began to see how it could add life to their courses."

-- "It is now required for all seniors ... this is the big contribution."

-- "I am the only teacher of econ. theory. My enrollments have steadily increased since THE YEAR OF MY AWARD."

-- "Students took to course like ducks to water."

-- "More teacher interest."

-- "My recognition caused more emphasis to be placed on economics at all levels K - 12."

-- "More students elected the course. As a result, more teachers were trained to teach economics."

-- "More courses and more economics being included."

-- "Other teachers have attempted and successfully followed methods I advocated."

-- "My award has been used as a 'bargaining factor' by the chairman."

-- "Economics has been introduced into the first three grades."

Some of those reporting that the teaching of economics has not increased explained this by pointing out that it was already a required subject. Others stated that the lack of teacher preparation in economics made it difficult to add courses to the curriculum or to inject more economics into existing courses.

Effect on Winners' Teaching

A very large percentage -- 90 percent -- of the high school winners feel that their own teaching of economics has improved as a result of their awards. Sample explanations are listed below.

-- "Has given depth and purpose to courses."

-- "... winning in 1967 was an incentive to try to be more creative in 1968...."

-- "It encouraged me to study further and to improve my skills in ... teaching."

-- "Others expect something special -- so you are motivated to keep current and informed."

-- "My own teaching improved as a result of the Awards program because I tried to incorporate several of the ideas mentioned in Economic Education Experiences of Enterprising Teachers. I tried more frequently to develop programs which related ... directly to my students."

-- "More work, more effort, more interest."

-- "Feeling of recognition has increased my status and vigor."

-- "Motivation -- I have taken courses ever since."

-- "It was personally rewarding to be enjoying student and parent recognition."

-- "It gave me reinforcement to try my best regardless of organizational problems in educational systems."

-- "Broadened my interest still further."

-- "Motivation to read further and to experiment."

-- "Inspired me to do more."

-- "Kept me on my toes -- more interest."

-- "I read and use information from high award winners."

-- "I've put forth greater effort due to the recognition."

-- "In evaluating my own work as compared to other award winning materials I have become more aware of its strengths and weaknesses."

Assistance to Other Educators

Sixty percent of the high school teachers have been approached by other educators seeking advice, information, or assistance. The estimated numbers of others helped ranges from two to 150. This applies to those directly assisted by the winners through face-to-face contacts with new teachers, serving as instructors of in-service programs, and leading discussion groups. Many more have received indirect assistance, for several winners have written materials for the teachers in their systems or have developed curricula. One winner has been given the responsibility of revising the economics courses in one of the nation's largest school systems.

Participation in Council and Center Programs

Fifty percent of the high school winners have been called upon to participate in council or center programs. One teacher became an instructor in a council's workshops, and several of her participating teachers have gone on to become Kazanjian Award winners themselves. Another was elected to a council's board of trustees because of his award.

Interest in the Awards Program

One hundred percent of the high school winners responding to the questionnaire indicated that they have maintained their interest in the Awards Program. (It might be noted, also, that the best response came from the high school teachers. Forty of the high school winners responded.)

Summary

In terms of receiving promotions, having their material published, improving their own teaching, serving councils or centers, and maintaining interest in the Program, the senior high school teachers have done better than the winners as a whole. The percentages getting salary increases and receiving public recognition are the same as those for the entire group. They did less well in getting official recognition from employers, obtaining outside employment, increasing the teaching of economics in their schools, and assisting other educators in their schools or districts. (It should be noted that in many cases the awards could not affect the curriculum because economics was already a required subject.) It seems reasonable to conclude that the Awards Program has decidedly had a very positive impact on the senior high school winners.

Representative Comments by Senior High School Level Winners

Laudatory Comments

"I think this is one of the finest and most practical programs there is."

"I thoroughly enjoy the contact that I made with the Kazanjian Foundation. I am very thankful for the work they are doing, as I believe very strongly that this is one of the primary ways to improve the educational program by improving the teacher's contribution."

"Developing interest in economics is a challenge, and I believe that the Foundation is doing an excellent job."

"Thank you for the opportunity to participate in this study. Please continue the work of the foundation in this field."

"The most wonderful part of winning the Kazanjian Awards is the recognition given to me by professional colleagues in Economics and Education outside of my particular school."

"I salute you!"

"I think the award system works well inasmuch as it does what it was designed to do: stimulate and reward enterprising teachers. ...the Foundation's recognition is often its own reward."

"I am now on sabbatical from _____ system and an Experienced Teacher Fellow at Ohio University, studying for a doctorate in economic education. I believe the award was a factor in my selection."

"The summaries of projects are very helpful."

Criticisms and Suggestions

"By all means, make the administrators see the wisdom of letting the students share the honors."

"... the Joint Council might have a more effective program during the ASCD 1970 conference if a Special Demonstration Center in Economic Education be set up with award winners available for discussions of their projects."

"I realize your limitations, but the one improvement in your program which I would suggest would be to place more teachers' works in your publications."

"I do believe the JCEE should play an active part in helping award recipients to publish articles about their work. Also, the Council should work closely with local newspapers so that award winners could have a write-up of their projects and not just the fact that they won an award. I think schools of education should make use of winners. These people might be of great value in helping to prepare social studies and economics teachers. ***Articles should be prepared for Social Education, American Economic Review, and others."

"1. Try to have best articles published in some of the better known educational journals.
2. Let publishing companies know who the winners are.
3. Organize those interested winners, NSF institute and NDEA institute graduates and other interested people to help establish a dialogue.
4. Invite us to separate grade level seminars to develop us as potential leaders and to hear our ideas. ...
5. Use us as a board of review for learning materials."

Results at the College and Adult Level

This section reports the results for winners teaching at the college level or serving as instructors in adult education courses. (The latter includes in-service courses, workshops, and institutes for teachers.)

Promotions

Fourteen percent of the college-level winners have been promoted as a result (at least partially) of their awards. Altogether, 28 percent received promotions, but some for other reasons. Half of those who have not been promoted indicated that they were already in the highest positions to which they aspire, or that for some other reason the question was not applicable to them. The college winners have done better than the group as a whole in obtaining promotions, but this is possibly because promotional opportunities are much greater at this level.

Salary Increases

The Awards have been instrumental in obtaining salary increases for 14 percent of the responding college level winners, a percentage somewhat higher than that for the group as a whole. (About 35 percent received salary increases, but the Awards were not always factors.) This is understandable, in view of the fact that merit increases are common at the college level. College teachers who have not received increases did not seem to feel that their Awards entitled them to such raises.

Recognition from Employers

Only 64 percent of the college winners received recognition from their employers because of their awards, a figure considerably below that for the whole group. The college teachers did not seem to resent this, although one thought that the college president or dean might have at least made some note of it.

Public Recognition

Although 71 percent of the college teachers had their awards publicized in newspapers or professional journals, their success at getting publicity is below that of the group as a whole.

Publication

Seventy-nine percent of the college winners have had their entries (or portions of them) published in Economic Education Experiences of Enterprising Teachers, and 45 percent of these have been contacted by others for advice or further information about their work. Thirty-five percent of the college winners have had their work published in other professional journals, books of readings, or text books. This is much higher than the figure for the group as a whole, and may be explained in part by the fact that college teachers are under greater pressure to publish their work and have better contacts with publishers. At least three of the college winners have published text books, and in at least two of these cases they have included portions of their Kazanjian entries in their books.

Outside Employment

Forty-five percent of the college teachers have received offers of additional teaching, writing, lecturing, consulting, editing, or other professional work as a result of their awards.

Effect on the School's Curriculum

The college awards resulted in an increase in the teaching of economics in the winners' schools in only 21 percent of the cases. This is much lower than the 53 percent recorded for the group as a whole, but is probably explained by the fact that most colleges already have substantial economics programs.

Effect on Winners' Teaching

Fifty-seven percent of the college winners feel that their own teaching has improved as a result of their awards. Some explanations are as follows.

-- "More interested in further experimentation."

-- "Motivation to excellence."

-- "I became more enthusiastic ... and have been able to communicate this to the students."

-- "Encouraged more research in the area of interest."

-- "The preparation of the materials helped to give me improved skills necessary for teaching."

-- "Greater awareness of opportunity for improvement."

-- "More interest in education techniques. It is an incentive to keep thinking of new ideas."

Assistance to Other Educators

As a result of their awards, 43 percent of the college winners have been approached by others in their institutions for advice or information. The numbers helped range from one to 60. These figures are considerably smaller than those for the entire group. This should not be surprising, for college teachers of economics are usually well-prepared in the subject and thus lack the feelings of insecurity so common among teachers at the pre-college levels.

Participation in Council and Center Programs

Fifty percent of the college winners have been called upon to participate in council or center programs because of their awards. This is higher than the percentage for the group as a whole, and would be higher still if we discounted those winners who replied "no" to the question because they were already fully occupied with council and center activities.

Interest in the Awards Program

All of the college level winners reported that they have maintained their interest in the Awards Program.

Summary

In terms of obtaining promotions and salary increases, having their work published, serving councils and centers, and maintaining interest in the Program, the college winners have done better than the group as a whole. They seem to have done less well in receiving recognition from employers, getting publicity, obtaining outside employment, increasing the teaching of economics in their schools, improving their own teaching, and helping others in their areas. One should not draw firm conclusions from these facts, however, for the situation at the college level differs markedly from that at the pre-college levels. Most of these deviations from the group norm can be explained by these differences. It must be noted that the response from the college winners was numerically much smaller than the responses from the other levels. This, too, is not surprising. College teachers are much fewer in number to begin with, and throughout the history of the Awards Program the number of projects submitted each year by college level entrants has been very small. It can be tentatively concluded, however, that the Awards Program has not had as great an impact on the college level as on the others. This may change in the future, for in the 1969 Program one of the nation's leading economists (and author of a best-selling basic economics text book) submitted an entry and received an award. Other college economists with established nation-wide reputations have expressed interest in the Program as well.

Representative Comments by College Level Winners

Laudatory Comments

"... I am very interested in the program...."

"I fully support the Awards Program and hope that it is continued."

"On the college level, I believe the Awards Program, as well as the Joint Council, is helping to elevate the respectability of concern over teaching techniques."

"Extremely worthy!"

"This is probably the most practical program in existence for helping educators at all levels to improve the teaching of economics."

Criticisms and Suggestions

"... a very small proportion of college teachers know that the Awards Program exists. Publicity on the college level is needed. I learned of the program by accident."

A Comparison of the Results by Educational Level

In the previous sections we have included summaries in which the winners at each level are compared with the group as a whole. Table I, below, lists the findings for each level and for the entire group.

TABLE I: A COMPARISON OF THE RESULTS BY EDUCATIONAL LEVEL

Factor	Primary	Inter-mediate	Junior High	Senior High	College	Overall
Promotions	7%*	7%	13%	15%	14%	10%
Salary Increases	7%	10%	0	10%	14%	10%
Employer recognition	93%	96%	96%	83%	64%	88%
Public recognition	96%	86%	91%	88%	71%	88%
Publication in annual booklet **	80%	71%	88%	83%	79%	80%
Publication elsewhere	32%	18%	4%	23%	35%	21%
Outside employment	57%	54%	58%	45%	45%	51%
Increasing economics in winner's school	64%	57%	58%	50%	21%	53%
Improved teaching	86%	86%	88%	90%	57%	84%
Aiding others	75%	57%	75%	60%	43%	63%
Aiding councils and centers	32%	57%	33%	50%	50%	45%
Maintaining interest in Awards Program	86%	93%	96%	100%	100%	95%

* This rises to 11% if we include those who were offered higher positions but refused them.

** Economic Education Experiences of Enterprising Teachers.

Few clear-cut patterns can be derived from an examination of Table I. As noted earlier, the impact on the college winners is generally less than that shown for the pre-college groups. Some of the possible reasons for this have already been pointed out. It appears that secondary and college level teachers are more apt to be promoted because of their awards, but it is possible that promotional opportunities are greater at these levels. The primary grades appear to be most receptive to proposals for increasing the teaching of economics. Many of the primary teachers use the Senesh materials for teaching economics in grades one, two, and three, and it is possible that the availability of commercially produced materials is a factor here also. It is puzzling to note that the loss of interest in the Program has been greatest on the part of the primary winners, in view of the fact that their successes have been so pronounced in other aspects. A purely quantitative analysis suggests that the intermediate level has enjoyed less success than the other pre-college groups, for in six of the 12 factors their percentages are lower. Some of the differences are very small, however, and it would be unwise to infer very much from them. With the exception of the college level, we cannot assert with confidence that the Awards Program has been more effective at one level than at another. The college winners have done better than the group as a whole in only five of the 12 factors listed in Table I, but in only one of these (publication) does the difference seem to be substantial.

A Comparison of the Results by Type of Award

In the previous sections we have treated all winners as equals; that is, the recipient of an "Honorable Mention" has carried the same weight in our calculations as the educator who has captured a First Place Award. In this part of the report we "re-shuffle" the responses, arrange them by type of award received, and see whether the type of award makes a difference. (No distinction is made here between educational levels. To do so would be to deal with numbers too small to be significant. For example, we would have only six First Place Awards at the Primary Level.) Table II, below, lists the results for each type of award.

TABLE II: A COMPARISON OF THE RESULTS BY TYPE OF AWARD

Factor	First Place	Second Place	Third Place	Fourth Place	Honorable Mention
Promotions	17%	8%	14%	8%	5%
Salary increases	6%	8%	7%	8%	4%
Employer recognition	94%	100%	86%	83%	83%
Public recognition	94%	100%	93%	75%	87%
Publication in annual booklet*	100%	100%	100%	100%	65%
Publication elsewhere	39%	46%	14%	17%	16%
Outside employment	83%	69%	43%	50%	43%
Increasing economics in winner's school	56%	54%	34%	58%	55%
Improved teaching	83%	93%	86%	75%	85%
Aiding others	78%	69%	71%	58%	63%
Aiding councils and centers	56%	54%	57%	42%	36%
Maintaining interest in Awards Program	94%	93%	100%	92%	96%

*Economic Education Experiences of Enterprising Teachers. (Note: Editorial policy has been to include the entries of all first, second, third, and fourth place winners, with rare exceptions. Entries receiving an "Honorable Mention" are included if space permits, but this often consists solely of brief excerpts appended to a major chapter.)

Receiving high awards (that is, First Place or Second Place) seems to make a difference in only four of the 12 factors listed in Table II. It will be noted that 17 percent of the First Place winners received promotions, a figure considerably higher than most of the other winner categories. First and Second Place winners had much greater success in getting their work published in journals, text books, books of readings, and the like. Similarly, the First and Second Place winners did remarkably better in obtaining outside employment. The figures also suggest that the First Place winner is much more apt to be approached by others in his school or district who want assistance in economic education. In three of these four factors -- promotions, publication, and outside employment -- it appears that the higher the award received, the greater "market power" of the recipient. Clearly, the Awards have helped many recipients financially, aside from the prize money received.

In most of the factors analyzed, the level of award does not seem to be very significant. Those receiving "Honorable Mention" have done as well (and in some cases better) in increasing the teaching of economics in their schools, for example. Indeed, the "Honorable Mention" recipients seem to be holding their own very nicely. Only in the factors of promotions, salary increases, publication, and aiding centers and councils do we find the "Honorable Mention" category falling well behind the group as a whole. For those who believe in the Kazanjian Awards Program, Table II should be encouraging. It indicates that even at the lowest award level the Program is having a highly significant impact on the winners. The higher awards do offer enough of an incentive to induce lower award winners to do better, however. Thus it appears that the Program is achieving its goals in encouraging more and better teaching of economics and in rewarding excellence.

Conclusion

In general, it can be concluded with confidence that the Kazanjian Awards Program has had a very beneficial impact on the winners, and upon the educational institutions and systems with which they are associated. It has enabled teachers to obtain higher positions and salary increases, and has helped employers to identify outstanding educators who might otherwise have gone unnoticed. The Awards Program has enabled the majority of the winners to supplement their incomes through offers of additional teaching, lecturing, writing, editing, consultation, and other professional work which otherwise might not have been forthcoming. There has been a "multiplier effect," in that the experiences of the winners have been shared with countless others through the annual booklet, other professional publications, aid given to colleagues, participation in center and council activities, and the like. The Awards Program has brought about an increase in the teaching of economics

in the schools of most winners. It has provided the winners with an incentive to improve their own work even further. One of the most important effects of the Program, according to comments made by the responding winners, is that many teachers for the first time in their careers feel that their efforts are not being ignored.

Throughout this report we have included many laudatory comments volunteered by the winners and we have pointed out areas in which the Program appears to be particularly effective. Criticisms and suggestions offered by the respondents have also been included, but a brief summary of some of these might be in order at this point. Most employers do take note of the awards and give official recognition to the winners under their jurisdiction. Where this is not done, there is often a feeling of bitter disappointment on the part of the neglected winner. It is suggested, therefore, that the administrators of the Awards Program intensify their efforts to impress upon the winners' supervisors (school principals, in particular) the importance of these awards. School administrators should realize that the awards reflect credit upon their schools and school systems as well as upon the individual recipient. They might also be informed that it is becoming increasingly difficult to obtain an award. Projects that warranted a First Place Award in the early years of the Program may now be so "routine" that they receive only an "Honorable Mention" or no recognition at all. Today's winner must be so creative and imaginative that he not only surpasses the other applicants in the current year, but -- in effect -- competes with the hundreds of applicants who submitted projects in previous years. The effectiveness of the award is diminished unless it is officially recognized by the winner's employer.

While most teachers who receive an "Honorable Mention" seem to be proud of this recognition, a few regard this as "failure." Happily, their feelings are not supported by the results of this study, which shows that the "Honorable Mention" group in many instances has done as well or even better than some of the higher award categories. (See Table II, page 33.) The Program's publicity should make it very clear that an "Honorable Mention" is indeed an outstanding achievement. This study shows that nearly all of the First and Second Place winners receive official recognition from their employers, but that 17 percent of the "Honorable Mentions", 17 percent of the Fourth Place winners, and 14 percent of the Third Place winners are ignored. An effort might be made to correct this, by attempting to convince employers, regional councils, centers, and other interested institutions of the importance of recognizing the winners. Teachers in large city school systems are too often overlooked by their supervisors, suggesting that special efforts might be made in these cases. Some councils have formal programs to honor the award winners in their areas; others note the awards in their newsletters. Those unable to have formal programs and those which do not publish newsletters might have their directors write letters of congratulation to winners in their

areas. Letters of congratulation might also be sent to the winner's principal and superintendent. This could help to draw their attention to the program and perhaps prod them to give further recognition to their teachers.

Some of the teachers who received lower awards suggested that criticisms of their projects be sent to them. This is now being done for non-winners. Consideration might be given to extending this service to include the lower award winners (or the "Honorable Mention" recipients, at least) if suitably trained personnel can be found to do the job.

Several teachers suggested that their students share in their awards. Our study shows that the Awards Program has been an incentive to many students as well as to their teachers. If possible, a certificate might be sent to the class whose teacher received a higher award. (The problem here is that in most cases the class and the winning teacher will have separated by the time the award is officially announced.)

Many winners at all levels called for more publicity of the Awards Program. Although the Program has been in existence for seven years, a distressingly large number of educators are unaware of it.

Finally, the relatively poor showing made by the college level suggests that further efforts are needed to gain acceptance of the Program at the college and adult level.